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ABSTRACT

An elementary school teacher in an urban school serving economically disadvantaged and middle-class black students implemented a practicum designed to increase involvement of parents of intermediate grade students in their children's education. Parent participation was mandatory in preschool and primary programs. But when children entered the fourth grade, parents no longer participated in school activities or volunteered to help in classrooms. The goal of the practicum was to implement a program in which parents would participate in school activities, form partnerships with teachers, and engage children in learning activities at home. Activities conducted included: (1) establishing rapport with parents; (2) informing parents of the proposed program and soliciting support; (3) gaining parents' commitment to help children learn in school and at home; (4) forming committees to plan and execute a fund-raiser; (5) selecting and purchasing test preparation materials; and (6) holding an assembly, an open house, field trips, and an awards and recognition luncheon. Evaluation data indicated that the practicum objective was met. Plans were made to expand the program for a second year. Appended materials include surveys, an inventory, a log, learning guidelines, activity sheets, and a page from a student's home learning journal. (RH)

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Implementation of a Program to Actively Involve Parents in the Education of Their Fourth-Grade Children by Participating in School Activities

by

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NOVA UNIVERSITY

Implementation of a Program to Actively Involve Parents in the Education of Their Fourth-Grade Children by Participating in School Activities

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Cluster XXIV

A Practicum I Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1988

3

PRACTICUM APPROVAL SHEET

This practicum took place as described.

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This practicum report was submitted by Yvette L. Chisom under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

8-7-88
Date of Final Approval of Report

Georgianna Lowen, Ed.D. (signature)
Georgianna Lowen, Ed.D., Adviser

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ABSTRACT

Implementation of a Program to Actively Involve Parents in the Education of Their Fourth-Grade Children by Participating in School Activities. Chisom, Yvette L., 1988: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood.
Descriptors: Parent-School Relationship / Parent-Teacher Cooperation / Parent-Student Relationship / Parent Role / Parent Participation

This practicum addressed the problem of parents not being actively involved in their children's education when that involvement was no longer mandatory. The goal was to implement a program in which parents would participate in school activities, form a partnership with the teacher, and engage their children in learning activities at home.

The writer began by establishing a rapport with parents by calling, sending home notes, and attending neighborhood functions. A breakfast meeting was held to inform parents of the proposed program and to solicit support. Following that, the program was implemented by gaining commitments from parents to help in school as well as at home, and forming committees to plan and execute a fund-raiser, the selection and purchase of test preparation materials, an assembly, an Open House program, and two field trips. The program ended with an awards-recognition luncheon.

The results were positive. The parents enthusiastically worked with the writer and participated in school activities. Student's journals showed that the home component was successfull as well. Teachers and parents plan to expand the program for the coming school year.

CHAPTER I

INTRODUCTION

Description of Community

The writer teaches in a large metropolitan city in the Midwest. Thirty or so years ago, the community surrounding the school was all White. It was a stable community with thriving businesses, and well-kept single family homes and two-flat buildings. The migration of Blacks into the area caused a rapid change. Most businesses left, and many buildings were torn down to make way for high-rise housing projects. The building of an expressway caused many other buildings to be demolished as well. In addition, the riots of the mid- and late 1960's further devastated the community. The community has not yet recovered from the effects of these events.

The only business to remain was a printing company located right across the street from the school. This company has "adopted" the school and provides many services. Besides the printing company, the other businesses to be found now are neighborhood grocery stores,

snack shops, video game parlors, liquor stores, and taverns. There is an area headquarters police station located two blocks from the school. This police district is often described by the media as the worst in the city.

The building itself is in a low socioeconomic area, but students are voluntarily bussed in from all over the city because of the school's basic skills program. The SES of the students ranges from poverty (welfare) to middle class. The total student population is Black.

Writer's Role and Responsibilities

The writer is certified to teach grades three through eight, and has endorsements to teach language arts and special education. Most of her teaching experience has been in the middle grades. The writer co-authored a proposal which received a federal grant. This proposal project involved all staff, parents, and students who wanted to participate. The group worked to upgrade interpersonal relations, to improve morale, to beautify the school building and grounds, to foster school spirit, and to feed the hungry in the community.

As a voluntary extra-curricular activity, the writer teaches creative writing. Excerpts from many of her

students' essays were published in a local newspaper. One of the writer's students was a winner in the state Young Author's Contest. In addition, the writer initiated, developed, and produced a school newspaper. For this effort, she received a commendation from the city's general superintendent of schools.

The writer has been assigned a self-contained fourth-grade class. The writer is responsible for teaching her class all subject areas except physical education and library science.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The writer's school is actually three schools in the same building: a preschool for three and four year olds, and a child-parent expansion program for children from kindergarten through third grade. In both these programs, strong emphasis is placed on parent participation. The remainder of the building is devoted to children who are in the fourth through eighth grades. For these children, parent participation was sorely lacking.

After students left the third grade, and it was no longer mandatory, parents were no longer involved with the school. They no longer came in to participate in school activities, or volunteered their time in the classrooms.

From the fourth grade on, involvement only existed if initiated and carried out by the individual parent. There was no continuity of parent participation beyond the third grade. The problem was that parents of middle grade children were not actively involved in their children's

education or school activities.

Problem Documentation

The writer documented the existence of this problem in several ways. She contacted persons in the department of parent volunteers at the city's board of education. These coordinators stated the advantages of parents coming into the school. The department regularly sends home flyers which ask parents to volunteer time, and suggest activities to be done at home.

The Parent Participation Survey (see Appendix A) revealed that most parents didn't visit the school, contact the teacher, or help with learning at home. Table 1 summarizes the results of this survey for the thirty households of the children in the writer's class.

Table 1: Parent Participation Results

	A	B	C	D
School visits	2	18	15	5
Parent initiated contact	2	20	5	3
Help with homework	1	4	12	13
Go over graded papers	5	8	9	9
Read to child	15	6	6	3
Read to by child	2	8	11	9
Take child to library	4	8	12	6

In this survey, A was "never", B "once in a while", C "sometimes", and D "a lot". Answers to questions #8-10 could not be tabulated because they required individual responses.

Question #8 asked about learning activities that the parent and child participated in together. The most often occurring answer was reading. Question #9 asked reasons for not visiting the school. The answers varied, most saying they were not often asked, didn't have time, or didn't have a babysitter. When questioned individually by the writer, many parents stated that the curriculum has changed so much since they were in school that they didn't understand how they could help in the classroom or at home.

Question #10 asked parents how they could help their children do better in school. Help with reading, math, and spelling were the most common answers.

Talks with students revealed that while their parents may have looked at their assignments, they didn't actually help with them. Also, most students stated that their parents only came to school when they were in trouble. The results of the Student Survey (see Appendix B) are tabulated in Table 2.

Table 2: Student Survey Results

	A	B	C	D
School visits	3	12	13	2
Parent initiated contact	13	11	2	4
Parent-child library visits	3	8	16	3
Reads to parent	7	9	8	6
Read to by parent	13	11	4	2
Parent checks papers	2	4	15	9
Parent helps with homework	3	6	16	5

The letters represent the same categories as in Table 1. Again, answers to questions #8-10 required individual responses.

Question #8 asked about learning activities the parents engaged in with their children. Question #9 asked the children what things they would like to learn from their parents. Answers to both these questions, in general terms, were mainly in the area of living skills such as cooking, fixing things, and other household chores. Question #10 asked children how their parents could help them do better in school. The answers were overwhelmingly "read beter", "do math", and "learn spelling words".

The principal at the writer's school requires teachers to keep a log of all parent visits and contacts initiated by either the parent or the teacher. Middle grade teachers interviewed (see Appendix C) stated that fewer than 10% of the parents came to school unless requested for a conference.

Analysis of the Causes

From preschool through third grade, parent participation is mandatory. Parents are required to help in the classroom, attend workshops, and engage their children in learning activities at home. From fourth grade on, there was no payoff. There was no organized program of parent participation for the middle grades. Parents didn't

know what was being taught or how they could help. Children felt the loss of their mothers' as co-teachers. Middle grade teachers were unaccustomed to interacting with parents to any great extent.

There was a kind of antagonism between parents and teachers. When colleagues were told of the writer's plan to develop a parent involvement program, she was responded to with a very surprised, "Why?" The writer, in her many years of experience had seen teachers (hopefully unintentionally) put the parents down and say that the parents didn't care. Parents, on the other hand, came in defensively, sometimes even with hostility, and stated that most teachers don't care.

Teachers and administrators may have consciously or unconsciously seen the school as "their turf" and discouraged parents from coming in. Some teachers felt that lesser educated parents placed too little emphasis on the education of their children, and that these parents had nothing to contribute to the school. Also, some teachers regarded asking for help as a sign of their own professional weakness.

Teachers and school administrators hesitated to give meaningful roles to lower SES parents. In turn, these parents were reluctant to participate when they realized

that their involvement was a facade, and that they were only allowed to rubber-stamp policies and procedures already in place.

Parents felt that they were not needed, or that teachers didn't really want them there. In addition, parents with limited education and/or social skills may have felt intimidated.

Parents, when asked why they didn't come into the school, used excuses such as not having time, or having small children at home. In the writer's situation, only two of the mothers had full-time jobs. In addition, there is a Parent Room and several preschool rooms where parents could leave babies and small children while they worked in the classroom.

While parents told the writer of their hopes for their children's education, they often related negative anecdotes about their own school experiences. The writer spoke with parents who were quite uncomfortable and ill at ease in the school setting.

Parents felt anxious about how to deal with their children. They accepted this anxiety as normal rather than trying to find ways to eliminate it. The writer had heard parents say, "I just don't know what to do with him (or her)." Peer pressures, gangs, drugs, and other urban

realities often had more of an influence on the child than the parent did. Parents were apologetic when making statements such as these, but made them matter-of-factly. They didn't appear to be seeking help or advice.

Perhaps society has allowed the schools to take in loco parentis too far. In addition to the basic curriculum, schools teach sex education and drug abuse prevention. Schools in low SES areas provide breakfasts, lunches, transportation, clothing, health care, and counseling. In many instances, these services as well as many others are provided without the parents' input. Many of the responsibilities that parents had years ago have been taken over by the schools. Nowadays many parents, facing their own personal problems and pressures, feel powerless and just let the schools "do it all".

In the writer's city, it is a long standing tradition that the schools are run by politicians, bureaucrats, and administrators. They make the decisions regarding policies, programs, procedures, and staffing. They decide what children should learn, and when they should learn it. The mayor of the city appoints the school board, and the board members select one of their own to be the general superintendent of schools. The only way parents get a voice in school affairs is to organize, protest loudly,

and gain media coverage.

The Related Literature

The importance of parent involvement as a component of effective schools has been noted by researchers and policymakers alike. In selecting awards for improving inner-city schools, the Ford Foundation named parent involvement among the criteria. President Ronald Regean and his education advisors have stressed parent involvement, school, and family cooperation as key ingredients for excellence and improved education.

According to Epstein (1987a), research conducted over the past twenty years has shown that children whose parents encourage and support school activities have an advantage in school. The evidence is clear that even after student ability and family SES are taken into account, parental encouragement, interest at home, and participation in schools affect the child's achievement, attitudes, and aspirations.

The U.S. Secretary of Education, William Bennett, parent groups, educators, and school officials have all endorsed the concept that the time has come for parent involvement in education. Collaboration between school

and home having a direct connection to elementary school student success has been well documented by numerous studies. (Moles, 1987.)

The National Committee for Citizens in Education reviewed research on parent involvement and student achievement. Not surprisingly, they found positive connections. Low-income, minority parents seem to be the ones who can make the most difference. Henderson (1987) wrote that involving these parents helps to break a cycle of defeat.

He sees parents as an untapped resource whose energy can be channeled to create more effective schools. No one has a greater stake, or cares more about what happens to the children. People whose lives are affected by decisions should be involved in making them.

McLaughlin and Shields (1987) stated that active parent advisory boards bring substantial educational, bureaucratic, and political benefits. District administrators have seen parent councils become important political allies at both the state and local levels.

Administrators and teachers must discard their stereotyped notions about low-income and lesser educated parents in order to work with them in a meaningful way.

The authors go on to say that mandates such as the

Elementary and Secondary Education Act of 1965, and the Education Consolidation and Improvement Act of 1981 have proven unsuccessful in generating much parent involvement. What does prove successful is norm-based pressures such as incentives to try new practices, information about successful parent involvement programs, and developmental efforts by professionals.

During the past twenty years, society has created what Sandfort (1987) called a "do everything" school. Educators have become surrogate parents and the school is substituting as the home. The parents who turned their children over to the "the professionals" continue to hold tham accountable for teaching as well as a multitude of other services.

Teaching and learning are still viewed as a teacher-student activity. Parents are seen as extras instead of partners in the educational process. As a result, an ever-widening gap between home and school is developing.

The author feels that the only way to narrow this gap is to implement parent volunteer programs. Duties and expectations previously placed on the schools should now be handled by parents.

In contrast to the preceding notion that parents

have turned over control to the schools, Bristor (1987) stated that parents are frustrated by society's belief that in highly specialized jobs, only specially trained people can do that particular job well. Research has shown that children who receive help from their parents do much better in the attainment of reading skills as compared to children who receive no parental help.

Parents should be at the center of a child's education. The author does not believe a lack of concern keeps parents from working with their children, but rather a lack of knowing how to help.

An important lesson for all, the author believes, is that teachers are not the sole experts in the field of learning, and that learning does not take place only at school.

Comer (1986) emphasized that when children in distressed school settings have problems, or when parents feel neglected or excluded, they send mixed messages to their children: school is the hope; school is the enemy. Less well-educated parents with limited social skills are reluctant to become involved with the school, even when they are invited to do so.

In the complexity of today's world, he believes children need more help in their lives than did children in

years past. Home-school partnership will give parents and teachers the power to help students grow academically, socially, intellectually, and psychologically.

Some teachers feel that their professional status is jeopardized when parents are involved in activities traditionally viewed as teacher responsibilities. Even in positive school settings, parents are ambivalent as well. While the parents in the study that Epstein (1986) cited agreed that the school was well run, and that they felt comfortable in the school, parents still reported that teachers could do more to involve them in learning activities.

Despite the upsurge of interest, the level of parent participation, according to Davies (1987), is still quite low. Most forms of involvement favor middle-class parents, but parent involvement programs must counterbalance the middle-class advantages.

There should be affirmative action to benefit parents who are poor and less educated -- that is, those with the lowest social status and the least political power. Research has shown that these parents do indeed care about their children, and have much to contribute to their childrens' education.

Another reason the author offers for the low level of

of participation is the Gallop Poll data that shows a gap between parents' reported willingness to participate, and the opportunities given them to participate. It seems that the introduction of parents and community residents presents a threat to professional autonomy.

A bond exists between the school and the surrounding community in that they both have concerns about the education of children. London (1984) wrote that positive relationships between parents and teachers are essential to an effective educational process; however, certain conflicts hamper mutual cooperation.

Parents view the schools as inaccessible and lacking in responsiveness to the community they serve. Parents have conflicting thoughts about their place in relation to the schools. Many disadvantaged parents can't interact easily with middle-class teachers.

The author goes on to say that teachers, on the other hand, may have little understanding for the problems and pressures that the family has to bear. Some teachers feel that less educated parents place too little value on the education of their children.

While parent involvement programs have resulted in increased resources for schools, improved academic achievement, school attendance and behavior, teachers and

administrators are still reluctant to work with parents. Staff development and in-service training for school personnel are necessary to achieve better home-school relations. (McAfee, 1987).

Chavkin and Williams (1987) reported that while parents and administrators both want increased parent involvement, a conflict exists which hinders mutual cooperation. Administrators see parents as unresponsive or apathetic when parents fail to participate in the limited ways offered them. Parents see administrators as insensitive to the concerns of the parents as well as the community at large.

A study was conducted to compare the way parents and administrators view parent involvement. It was learned that adminsitrators support the concept of parent involvement, but only as it pertains to their own children. Administrators did not support the concept of placing parents in decision making roles.

In contrast, parents felt that they should help make decisions, have final say about their childrens' education, and help evaluate principals and teachers.

The authors stated that the results of the survey showed that while both parents and administrators had strong interest in parent involvement, this involvement

is interpreted in different ways.

In comparing what practices might be better used in urban versus rural schools, Gotts and Purnell (1987) came up with several distinctions. They found better community and parental involvement in rural schools. Urban schools can't really rely on an informal community communication process. More formal opportunities must be planned in order to inform parents about their schools. Second, since urban schools don't usually play as large a part in community life to maintain public support, administrators must have a greater role in enhancing public relations and providing information.

Another important point brought out by the study was that there is a decline in parent participation as the child grows older. Involvement is strongest at the preschool level, remains high during the primary grades, but drops sharply thereafter.

In today's schools, according to Long (1982), it is essential to develop a close relationship between parent and teacher. Children should not be adopted by the teacher for six hours a day, but rather teachers and parents should become partners to provide children with the best possible education.

In order for this to happen, teachers and parents

must develop a close relationship, have mutual trust and respect, and keep in mind the best interest of the child. She goes on to say that teachers must respect parents' knowledge of their children, and be aware of the contributions they can make. Teachers are responsible for the child until the end of the school year, but parenthood goes on for life.

Research has shown that when teachers involved parents in learning activities at home, parents believed that teachers wanted them to help their children, and rated the teacher higher in teaching ability and interpersonal skills. (Epstein, 1987b).

In addition, she reported, students gained more in reading achievement, had more positive attitudes about school, and did more home work on weekends.

When parents and teachers work together, children sense the continuity between school and home. Seefeldt (1985) stated that this continuity causes children to feel secure and be confident enough to take risks involved in learning.

She further stated that by participating, parents learn about child growth, development, and education. Improved parenting skills enhance the parents' self-esteem, and therefore has a positive effect on the children.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The writer's goals were to get to know the parents of her students, make them realize that they had much to contribute, and get them to participate in learning activities at school as well as at home.

Behavior Expected

Upon completion of this practicum, the writer expected certain changes to have taken place. The writer expected parents to begin to participate. At least 18 of 30 parents would come to school at least once a week to carry out activities that they indicated a preference for on the Parent Interest Inventory (see Appendix D). This was to be measured by means of a Parent Attendance Log (see Appendix E).

Another expectation was that parents would form a partnership with the writer. Ideally, parents would assist

in planning and carrying out an assembly, a fund-raiser, two field trips, the purchase of test preparation materials, and an Open House program. The measure was whether or not these activities actually took place.

Hopefully, parent involvement in school would be carried over into the home. All parents were told to expect an activity sheet at the beginning of each week during implementation. These activities would serve as practice for concepts taught, provide enrichment, extend concepts to other areas, as well as nurture whole-family learning experiences. The use and frequency of use of these home learning activities were to be measured by means of a Home Learning Journal (see Appendix H) completed by the students at the end of each week.

Evaluation Instruments

The writer planned to measure her objectives by an increase in percentages, examination of activities carried out by parents, and post-participation surveys.

To measure parent participation in school, the writer planned to keep a Parent Attendance Log (Appendix E) everyday to see if at least 18 of 30 parents came to school at least once a week. Also, the nature of the activities

the parents engaged in was to be duly noted.

The proof that parents had formed a partnership with the writer was to be that they produced an assembly, a fund-raiser, two field trips, an Open House program, and purchased test preparation materials.

Participation in home activities suggested by the writer was to be evaluated by means of the Home Learning Journal (Appendix H).

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solution

There should be an organized program of parent participation for the middle grades, just as there is for preschool and primary. The purpose of this practicum was to implement a program that would actively involve parents in the education of their fourth-grade children by participating in school and home activities.

Teachers need to create opportunities for collaborating with parents to enhance student learning. Moles (1987) stressed that making contact at the beginning of the school year is one way of saying that not all news is bad news, and that parental cooperation is important regradless of the child's behavior and performance.

Constant communication must be made if parents are to believe that teachers want them as partners in education. Teachers must send home a welcome note, conduct parent seminars, establish a newsletter, keep parents informed of curriculum topics, make phone calls, communicate problems

immediately, encourage parent assistance, and make home visits. (Long, 1982).

Getting parents into the school is an old and widespread problem, but one that must be solved. Numerous studies have shown that parent participation creates effective schools. When deciding on just how to get parents in, Maurer (1985) analyzed the situation and concluded that the two things that work are food and praise.

He reasoned that sharing food and conversation makes people feel good, and that everyone responds well to praise and recognition for achievements. He advocated breakfasts, luncheons, and dinners to accommodate differences in parents' schedules. At these functions, parents were told about the curriculum, and entertained by the students.

These social situations allowed give-and-take between teachers, parents, and administrators. The parents were made to feel welcome and praised for their interest. The parents in turn felt that the school cared about their children.

London (1984) wrote that numerous social opportunities are an effective means of getting parents to come to school. "Parents' Days" (Nights, or Week-ends) are good for parent-teacher interactions. Teachers should

welcome parents, outline the program, and describe methods used for developing skills. Teachers should also describe assignments and criteria used for evaluating student performance.

He stressed above all, teachers should offer continuous encouragement and support for parental involvement. As parents begin to understand the need for their input, they tend to participate more in the school's efforts.

A survey taken by the Southwest Educational Development Laboratory found that parents want ideas to help their children at home with homework, want to know about classroom activities, and are interested in learning their role as tutor. (Sandfort, 1987).

He strongly believed that taking parents from passive participants to full partners is possible if educators admit that help is needed, ask parents to take responsibility and become involved in the education of their children, see the parent as a partner instead of a problem, and communicate to parents what it is they must do.

Although parents would like to become involved, few would be willing to take the first step. Henderson (1987) emphasized that schools need to reach out to welcome

parents. Essential principles of partnership are: (1) to create an open, friendly climate, (2) communicate clearly and frequently, (3) treat parents as partners in the educational process, (4) encourage parents to comment on school policies and share in decision making, (5) involve all families, and (6) encourage participation by parents as well as other members of the community.

The preceding literature cited ways of establishing contact and communication with parents, getting them to come into the school, making them aware of their importance in the educational process, and creating a receptive atmosphere.

The next section explores various kinds of parent involvement, ways that school staff can facilitate implementation, methods of organizing programs, enhancing parenting skills, and activities for parents to do at school and at home.

Research done by Epstein (1987b), as well as other studies puts levels of parent involvement into five general categories:

(1) Basic obligations of parents to provide a positive home environment that supports school learning and behavior.

(2) Basic obligations of the school to provide clear,

meaningful communication.

(3) Parent involvement at school.

(4) Parent involvement in learning activities at home.

(5) Parent involvement in governance, decision making, and advocacy.

Parents of middle and upper grade children need to be enticed to come into the school with attractive activities and programs, and a warm, friendly climate in which they feel welcome, accepted, and needed. The school administrator should be the initiator of volunteer programs, parent centers, parent classes, and partnership-oriented attitudes displayed by all achool staff members. (Gotts and Purnell, 1987).

A parent resource center could be set up to provide books and materials for parents to borrow. Moles (1987) also advoacated workshops to help parents create home learning activities as well as learn about child development. Learning activities would be sent home which stimulate study habits, and develop thinking and reasoning skills.

McAfee (1987) devised a six step plan to put a parent involvement program into operation. First, needs and interests should be assessed for all affected groups.

Next, goals and objectives need to be developed. Third, resources need to be identified: people, materials, time, space, and money. Next, activities should be designed and implemented. Fifth, activities should be evaluated in terms of stated goals and objectives. Finally, reports should be made to all interested parties.

Parent involvement creates a warm atmosphere of cooperation and camaraderie. Novatis (1986) liked the idea of letting parents appreciate the role of the teacher, giving them a feel for life in the classroom, encouraging them to help with learning at home, and helping children see their parents as co-teachers.

Her program begins with a welcoming letter and recruitment questionnaire to determine parents' interests and expertise. She stressed responding to questionnaires immediately. She then made a schedule and let parents know what was expected of them. Finally, she gave them a classroom orientation and expressed genuine appreciation and encouragement for them to return.

Heath (1984) reported that the best way to ensure parent involvement is to have parents sign a contract agreeing to spend at least one-half day a week in the school. The school's coordinating team makes out a list of jobs available to the parents.

Most parents worked as classroom aides, however many served in other capacities as well. Some served as part-time teachers, while others acted as advisors on student activities. Parents who couldn't come into the school volunteered to grade papers, coordinate school-wide projects, or make learning games.

The author reported that every year for nine years, the annual evaluation revealed positive comments from parents, teachers, and students.

Other methods of gaining positive comments from parents are to telephone good news in addition to problems, have students plan activities and invite parents to attend, send classwork home on a regular basis, establish an open-door policy for the classroom, and try group meetings to explain the nature of class activities. (Fredricks, 1983).

He also extended the parent-teacher concept to a program of improving parenting skills. He made a list of things that only parents can do with the child at home. His suggestions include giving the child encouragement, keeping the child healthy and fit, helping the child maintain good attendance, having a set study time, monitoring TV watching, staying in touch with teachers, and sharing reading experiences.

In some instances, parents cannot or will not come into the school; but these parents should not be excluded from the parent involvement program. Teacher practices that involve parents in learning activities with their children at home also reflect parent-teacher cooperation.

A home-based reading technique called Paired Reading (PR) was reported by Topping (1987). The child and the parent read all words aloud together during difficult passages. The child has to read every word correctly. When an error is made, the adult repeats the word until the child reads it correctly.

During easier passages, the child signals the parent to stop while the child continues to read. There is much emphasis on praise for correct reading, correction of errors, and the signal to read alone.

Among the benefits are that children learn to read more accurately, and give attention to expressiveness, pacing, and punctuation.

In a few cases, a parent may not read well enough to participate in Paired Reading. In these instances, PR can be done with a sibling or some other person. It can also be done by means of a commercially, or teacher-prepared audio tape. For these alternatives, the parent should still be present to provide praise and support.

Research evidence gathered in over one hundred studies about PR found that it had a positive impact. Taking into account all levels of potential and ability, children involved in the use of the technique averaged three times the normal progress in reading accuracy, and five times the normal progress in reading comprehension.

Homework is the connection between school and home,according to Foyle (1986). Homework can be a positive link if it is meaningful, clear, varied, and assigned regularly.

He devised and implemented a three-part homework policy. First, a homework committee was composed of parents, students, teachers, and administrators. Next, a homework survey was conducted to determine opinions and generate a positive response. The third step was to develop a homework policy that determined types and requirements, and lead to academic achievement.

Guidelines were established to insure the success of the program. Homework assignments were to be clearly stated, assigned and collected regularly, and promptly graded and returned.

Homework was varied in type to maximize its benefits and reduce boredom. Preparation homework helped students prepare for the next day's lesson. Practice homework

helped students improve knowledge and skills from the day's lesson. Extension homework went beyond lessons learned in class to apply concepts and skills to different situations. Creativity homework involved combining skills and concepts in unique ways, or synthesizing them in a new manner.

Podsen (1984) also wrote of how parent participation can be accomplished at home. This author, an educator as well as a parent herself, was surprised to discover that her son had poor work habits and a minimal desire for academic excellence. She concluded that academic excellence begins at home, and decided to improve family interactions by turning off the television. She found that while playing games with her family, comments about the school day would pop up informally and naturally. She posted a list of study rules that included redoing all messy or incorret assignments, recording all test grades on a chart, keeping a calendar of upcoming assignments, tests and reports, reading a library book every two weeks, and scheduling one hour of homework and study each evening. She also emphasized that parents should develop their own academic standards and be supportive of the school.

The Home and School Institute, Inc., Washington DC, developed four rules for successful home learning programs. Rich (1985) suggested linking parents' involvement

directly to the learning of their children. She stressed providing ways for families to teach academic skills at home -- not a duplication of schoolwork, but home learning activities as "recipes" for parents and children to do together. She advocated providing for parent involvement at all levels of schooling, not just in early childhood.

She further presented a different aspect of parent involvement by linking the school's work to the community. She wrote about having home learning activities distributed in work-places, churches, gas stations, and grocery stores. She also saw merit in setting up family learning centers in schools and storefronts, staffed by senior citizens or teenagers.

The writer saw how in her work setting, the school's work could be linked to the community because of the residents' strong involvement with the church and various neighborhood organizations.

Description and Justification for Solution Selected

After evaluating strategies gleaned from the literature, the writer devised a solution plan. This plan called for communication, socialization, defining the kinds of parent involvement sought, and setting up home learning environments.

Two of the underlying principles for getting parents involved are communication and interaction. This process was started at the beginning of the school year (as the writer does every year) by calling parents, sending home handwritten notes, and giving parents telephone numbers so that they may call her. The writer then communicated to the parents details about the proposed parent involvement program.

The next step was to get parents in, and social functions have been shown to be the best way. The writer had laid the groundwork for this by becoming highly visible in the community by attending church and neighborhood functions. The writer believed that this strategy, combined with the rapport already established with the parents, would make them willing to come to school

for informal social activities. The first social activity was a continental breakfast. At this breakfast, the writer informed parents of the benefits of parent involvement, and provided mimeographed studies for those interested in reading them. The writer also described the three levels of participation that she sought: classroom resource persons, planning and decision making committees, and home learning activities. At that time, guidelines for setting up a home learning environment (see Appendix F) were given, and the Paired Reading technique was explained and demonstrated.

The parents were asked to fill out the Parent Interest Inventory (Appendix D) and told to expect an activity sheet at the beginning of each week. Plans for the culminating luncheon were also discussed. The writer solicited parent volunteers to explain these plans to any parents who were unable to attend the breakfast, and made follow-up phone calls as well.

The writer intended to have the parent involvement program operate on three levels. First, parents came into the classroom to work as resource persons based upon preferences indicated on the Parent Interest Inventory (Appendix D). It was difficult to say at that point exactly what these resource people would do. However,

these resource activities fell under the headings of: sharing life, travel, and work experiences, reading to or being read to by the children, sharing hobbies, talents, and interests, tutoring small groups, or handling routine classroom duties such as doing bulletin boards, grading papers, etc. Reports on these activities were logged.

The second level of parent participation was in the realm of decision making and planning. Committees were formed to plan two field trips, an assembly, an Open House program, a fund-raiser, and to decide on the purchase of test preparation materials. Again, notes on these activities were recorded.

Finally, parent participation was expanded to include home learning activities. All parents were given the guidelines for creating a home learning environment (Appexdix F). Also, parents were instructed in the Paired Reading technique, and alerted to expect an activity sheet at the beginning of each week.

As with the resource activities, the weekly home learning activities couldn't be stated precisely at that time, but each weeks' activities included: (1) a request for at least fifteen minutes of Paired Reading a day, (2) a schedule of informative radio and television programs, (3) strategies to reinforce, extend, or enrich the week's

classroom lessons, and (4) a list of special exhibits and programs held at local educational, cultural, and recreational facilities that would enhance or enrich the curriculum. Realistically, the writer did not expect all activities on the sheets to be carried out, but she gained verbal commitments from parents stating that they would do a minimum of fifteen minutes of Paired Reading a day, and as many of the other activities as possible.

At the end of each week, students filled out a Home Learning Journal (Appendix H) so the writer would know what activities were completed. The results of these journals were compiled to see what percentage of activities were done, as well as what kinds of activities parents and children preferred. These tabulations, as well as a copy of each weekly activity sheet were included in the final report.

As a culminating activity, an awards-recognition luncheon was held for participating parents and their children. Results and effects of the program were discussed. The writer solicited suggestions about modification and continuation for next school year.

Leading neighborhood ministers, community activists, and editors of local publications were invited to this luncheon. This brought added recognition to the parents,

and hopefully extended the concept of involvement out into the community.

Report of Action Taken

The solution used in this practicum was the implementation of a program to actively involve parents in education of their fourth-grade children by participating in school activities.

This solution actually began at the beginning of the school year when the writer did surveys, called parents, sent home handwritten notes, and gave parents telephone numbers so that they could contact her. During the introductory phase, further groundwork was laid when the writer started becoming highly visible in the community. This was accomplished by attending social functions at neighborhood churches and community meetings. The writer shopped in the neighborhood grocery stores, and visited the community youth club.

During the first week of implementation, a continental breakfast was held at school for the parents. At this breakfast meeting, the writer informed parents of the benefits of parent involvement, and provided studies to support these contentions. Also discussed were the kinds

of parent involvement, guidelines for setting up a home learning environment, the Paired Reading technique, and the weekly activity sheets that were sent home at the beginning of each week. The parents filled out the Parent Interest Inventory, and discussed plans for the culminating luncheon.

To implement the next phase, the writer responded to the Parent Interest Inventory by contacting all parents individually. Parents made committments to volunteer time and service in the classroom, as well as to help at home. Four committees were formed.

During the third week, the committees began their work. The Fundraising Committee began interviewing representatives to find the company that offered the most saleable products and the highest profit return for the school. The Field Trip Committee began planning for two field trips that would provide enrichment for the curriculum: a science unit on insects and spiders, and a social studies unit on Mexico. The Open House and Assembly Committees began planning their programs.

The fundraiser began the following week, and publishing company salesmen gave presentations about how their test preparation materials correlated with our standardized tests in form and content. The Fundraising

Committee perused the materials and made its selection.

During the next week, the class took a trip to a suburban nature park to study insects and spiders, as planned by the Field Trip Committee. Since students are not allowed to attend Open House, that Committee obtained special permission so that the students could present a program for their parents.

The sixth week began with the Field Trip Committee planning the second trip that would provide enrichment for the social studies unit on Mexico. The Fundraising Committee reported on the progress of sales to that point, and gave suggestions for increasing sales.

During the next two weeks, the fundraiser concluded, and test preparation materials were purchased with the proceeds. The Field Trip Committee sponsored a trip to the Hispanic Festival for the class.

The Assembly Committee began its work during the two weeks that followed. The Committee planned the assembly, and conducted rehearsals for it. The parents began planning the culminating luncheon while the writer extended luncheon invitations to neighborhood ministers, community leaders, and reporters from local publications.

In the eleventh week, an assembly was held where the class presented an original "rap" song that told about

the importance of school and education. While many adults have voiced dislike for rap songs, they appreciated this song's positive message; and the students heard about the benefits of education in their own genre.

The awards-recognition luncheon was held during the final week. Parents were presented awards for their participation. Though none of the reporters invited were in attendance, several ministers and the director of the youth club did attend. They praised the program, the writer, and the parents, and vowed to share what they had seen with other members of the community.

The writer was saddened to have to announce to the parents that a transfer applied for years ago had now come through. But happily, the parents and several interested teachers pledged to keep parent involvement alive.

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

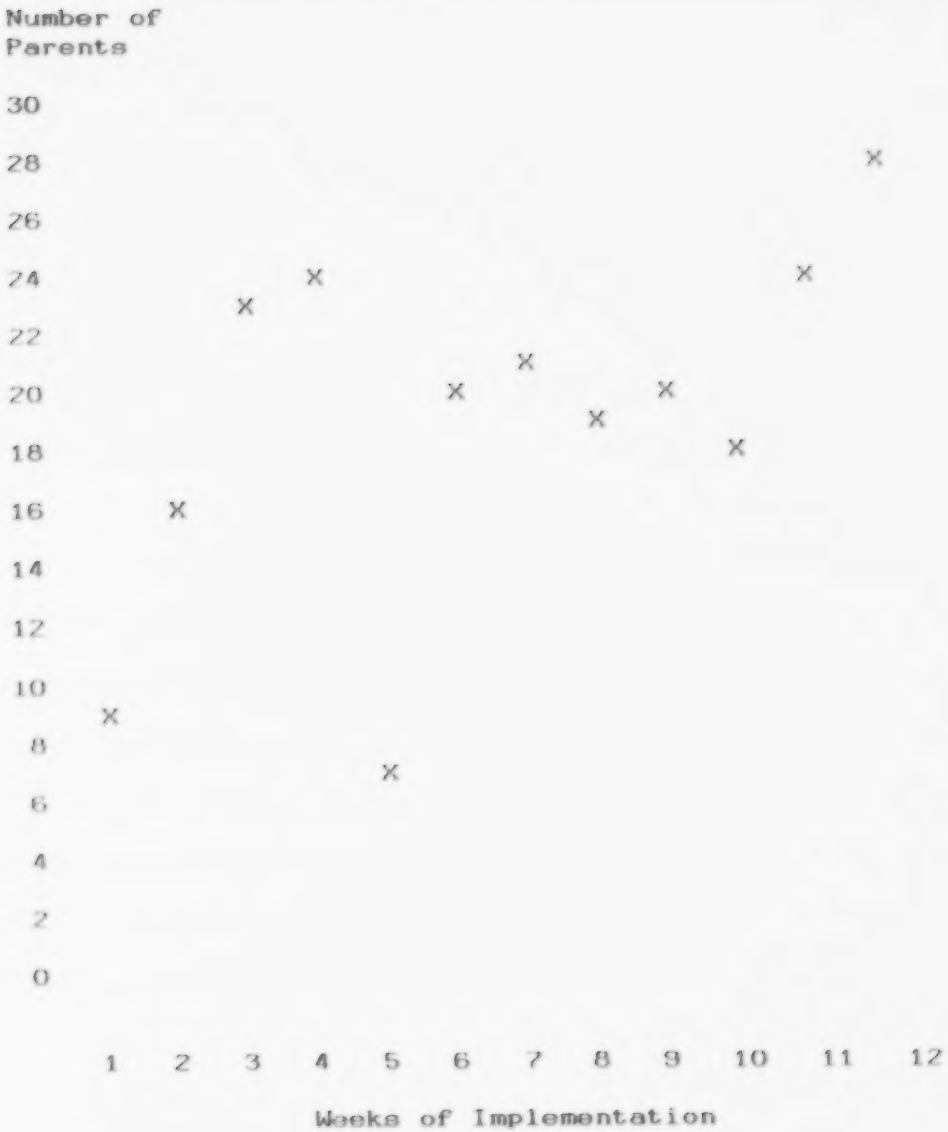
Results

The first objective, parent participation in school, was measured by a Parent Attendance Log (see Appendix E). The results are shown on the following page in Table 3.

As shown by the data, the goal of having at least 18 of 30 parents come to school at least once a week was met for all except three weeks. The first two weeks of low attendance were due to the parent's need to readjust their schedules. Under normal circumstances, the fifth week would have been spring vacation, but because of the teachers' strike, vacation was cancelled to make up school days. Many parents were unaware of this change initially, and had already made vacation plans.

After being told what help was needed, parents chose those activities they felt comfortable with. The activities the parents chose ranged from routine classroom duties such as putting up bulletin boards, grading papers, etc., to tutoring small groups of children.

Table 3: Parent Attendance Results



While many of the parents were exceptional, two of them really stand out in the writer's mind. One mother,

a self-described amateur artist, taught the children to make the designs that she is known throughout the neighborhood for. Another, whose husband was an armed forces careerman, shared her experiences of living in several European countries.

Objective two was the formation of a partnership between the writer and the parents. Achievement of this objective is evidenced by the fact that the parents produced an assembly, a fundraiser, and an Open House program, purchased test preparation materials, and planned two field trips.

The third objective was to have parents participate in home activities (see Appendix G) suggested by the writer. Data for this objective was gathered by means of the Home Learning Journal (see Appendix H). The journal asked the children to respond in seven areas: minutes of Paired Reading, homework, radio programs, television shows, activities, places visited, and learning activities not listed on the sheet. The results are shown in Table 4 on the following page. The figures reflect the number of children out of thirty who took part in the activities each week.

Parents were asked to do fifteen minutes of Paired Reading with their children everyday. The results show

Table 4: Home Learning Results

Paired Reading	23	24	26	29	6	27	28	30	29	29	28	30
Radio Programs	-	-	-	-	-	-	-	-	-	-	-	-
Television Shows	28	30	29	28	9	30	30	28	26	28	30	29
Homework	28	29	27	28	10	28	30	29	27	29	30	29
Activities	23	25	29	27	17	29	26	28	30	27	25	29
Places Visited	5	7	8	8	3	6	9	10	13	15	8	11
Other	30	30	29	30	22	28	30	30	29	27	30	30
	1	2	3	4	5	6	7	8	9	10	11	12

Weeks of Implementation

that more than 80% of the parents did so each week. The fifth week shows a drastic drop in this as well as the other areas because of the vacations explained earlier.

The radio program component was dropped because at the breakfast, almost all parents stated that it would be imposible to carry out since there was only one radio in the majority of the homes. Older siblings and extended family members living in the homes played music "every waking moment", and this component would cause dissensions.

Line three shows the number of children who watched at

least one of the suggested television shows each week. Interestingly, this part was not a problem since each home had at least two television sets.

Figures for the next two parts, homework and activities, were also impressive because students had been used to getting these assignments, and rewarded for doing them since the beginning of the school year.

The writer had no preconceived standards for the number of children visiting the suggested places each week. She realized that because of transportation and financial constraints on the parents, these figures would be the lowest. Predictably, the places visited most often were those most commonly known.

Under the catch-all heading of "other activities", living skills were still reported as in Appendices A and B. However, the number of library visits had increased, and parents and children engaged in more interactive kinds of activities such as playing games.

Conclusions

The first objective was concerned with getting the parents into the school to engage in school activities. Moles (1987) suggested making contact with all parents at

the very beginning of the school year to establish a rapport. This tactic has been used by the writer for many years.

Over the years, parents have told the writer that they are tired of boring school meetings that more often than not, are lectures designed to merely give information. At these meetings, the role of the parents is to listen. Parents have come to feel that their input is not wanted or used to establish any programs, policies, or procedures. They are called upon mainly to discipline their children since they are not really qualified to do anything else.

Keeping this in mind, the writer decided to do as Maurer (1985) suggested and invite parents to a breakfast, as opposed to a meeting. This strategy made parents come in feeling sociable. At the breakfast when the writer told parents of her plans to implement a formal parent involvement program, she was met with curious stares. They were so used to being told what to do and how to do it, they were shocked when the writer merely gave them the "what", and told them that the "how" was their decision.

Since this method was such a surprise to them, the writer shared her philosophy that while teachers certainly do care, parents have the greater stake in their children's education. The teacher usually has the child for one

year, but a parent is a parent for life. The writer went on to say that for this reason she was confident that the parents would make the program a success.

After getting parents into the school, the next phase involved finding ways for them to help and insuring their continued participation. The writer followed a plan devised by Novetis (1986) which began with a recruitment questionnaire to determine parent's interests and expertise. The writer responded to the questionnaires immediately by getting parents to make committments to volunteer time and service in the classroom as well as at home, and forming committees. Throughout implementation, active parents were lavishly praised, and reluctant parents were cheerfully encouraged.

The second objective was to have the parents form a partnership with the writer. Sandfort (1987) believed that teachers should see the parent as a partner instead of a problem. He wrote that taking parents from passive participants to full partners was possible if educators admit that help is needed, ask parents to take responsibility and become involved in the education of their children, and communicate to parents what it is they must do.

Henderson (1987) described the essential principles

of partnership as creating a friendly climate, having open communication, and encouraging parents to share in decision making.

The writer indeed encouraged parents to make decisions, and formed a partnership with them. They produced an assembly and an Open House program, conducted a fundraiser, planned two field trips, and selected and purchased test preparation materials. At first, the parents uneasiness was quite obvious, but as time went on, the writer's trust in their abilities gave them the confidence that they needed. The relationship eventually shifted from that of teacher-parent to colleague-colleague.

The third objective was to have parents engage in home learning activities. A home-based reading technique called Paired Reading was reported by Topping (1987), and included by the writer in the third component of the program.

Rich (1985) stressed that teachers should provide ways to teach academic skills at home -- not a duplication of schoolwork, but home learning activities as "recipes" for parents and children to do together.

These ideas were incorporated into the writer's practicum. Activity sheets were sent home at the beginning of each week. Each sheet was divided into four parts:

the Daily Routine which consisted of Paired Reading, studying, and doing homework, Special Helps which provided activities for extension and enrichment of the classroom curriculum, Places to Go, and Television Learning and Entertainment. The activity sheets were well received by the parents, and data collected indicated that most of the suggestions were followed.

A major unexpected occurrence midway through the implementation of this parent involvement program was that the same teachers who had initially asked the writer why she wanted to do it were now quite impressed. They shifted from disbelief to mild curiosity to active interest. As a result, they have promised to continue the program next school year, even though the writer has been transferred to another school.

The district instructional coordinator has offered to share this report with the other twenty-two schools in the district. In addition, the district superintendent was asked to present this practicum to his colleagues at a regular meeting with the general superintendent so that all the city's schools may have access to this information. This practicum is timely in that next year, a state education reform package will advocate parent participation.

In conclusion, this practicum proved that: (1) parents are indeed interested in helping their children, (2) even parents with limited education can be an asset, and (3) parents and teachers truly can work together.

Recommendations

The writer has six specific recommendations based on the results of this practicum. First, parents and teachers should strive to form a partnership. Second, parents' talents, interests, and expertise should be put to use in the classroom. Next, all schools should provide weekly activity sheets to extend and enrich the classroom curriculum. Fourth, parent involvement should be continued and expanded to meet the needs of each individual classroom regardless of grade level. Next, the surrounding community should be made aware of and become involved with things happening in the schools. Finally, for the benefit of those children whose schools don't have parent involvement programs, learning activities should be distributed in the neighborhood grocery stores, churches, workplaces, and community centers, etc.

Dissemination

The results of this practicum project were disseminated in three ways. First, a copy of this report was placed in the library of the writer's former work setting where teachers promised to continue the program. Second, parents and key members of the community were asked to share this information with others. And finally, as mentioned earlier, another copy was sent to the district instructional coordinator and superintendent which hopefully will lead to citywide dissemination.

The writer is planning to write a journal article on the benefits and successes of parent involvement, and start an expanded program at her new school. In addition, the writer will ask local newspapers to print a regular feature similar to the Weekly Activity Sheets so that parents throughout the city can participate in learning activities with their children at home.

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APPENDIX A

PARENT PARTICIPATION SURVEY

A never C sometimes

B once in a while D a lot

1. How often do you visit the school? A-2 B-18 C-15 D-5
2. How often do you contact the teacher? A-2 B-20 C-5 D-3
3. How often do you help with homework? A-1 B-4 C-12 D-13
4. Do you go over graded papers? A-5 B-8 C-9 D-8
5. How often do you read to your child? A-15 B-6 C-6 D-3
6. How often does your child read to you? A-2 B-8 C-11 D-9
7. Do you take your child to the library? A-4 B-8 C-12 D-6
8. What learning activities do you and your child participate in?
9. Why do you, or do you not visit the school regularly?
10. How can you help your child do better in school?

Answers to questions #8-10 could not be tabulated because they require individual responses. The most often occurring answer to #8 was reading. Answers to #9 varied, most saying that they didn't have time, didn't have a babysitter, or were not often asked. Answers to #10 pretty much matched the students' responses. Help with reading, math, or spelling were the most common answers.

APPENDIX B

STUDENT SURVEY

A never C sometimes

B once in a while D a lot

1. My parent comes to school.	A-3 B-12 C-13 D-2
2. My parent calls my teacher.	A-13 B-11 C-2 D-4
3. My parent takes me to the library.	A-3 B-8 C-16 D-3
4. I read to my parent.	A-7 B-9 C-8 D-6
5. My parent reads to me.	A-13 B-11 C-4 D-2
6. My parent checks papers I do in school.	A-2 B-4 C-15 D-9
7. My parent helps me with my homework.	A-3 B-6 C-16 D-5

8. What things have you learned from your parent lately?

9. What things would you like to learn from your parent?

10. How can your parent help you do better in school?

Answers to questions #8-10 could not be tabulated because they require individual responses. However in general terms, answers to #8 and 9 were mainly in the area of living skills such as cooking and other household chores. Answers to #10 were overwhelmingly "read better", "do math", and "learn spelling words".

APPENDIX C

Teacher Attitude Survey

1. On the average, what percentage of parents come to school without being asked?

2. Do you think parents should help with instruction at home? Why?

3. Do you think parents should volunteer to come into the school? Why?

Results From the Eight Middle Grade Teachers at the Writer's School

1. Between 3 and 8%.
2. Six teachers said yes, in order to provide drill and practice for lessons taught. Two said no because they didn't feel confident that the parents were capable.
3. Five teachers said no because parents would not have anything to contribute, and "just be in the way". Two teachers said yes because the parents could tutor small groups or individuals. One said yes to do non-teaching tasks such as grading papers, bulletin boards, filing, etc.

APPENDIX D

Parent Interest Inventory

1. What childhood, job, or just plain living experiences have you had that you can share with the children?

2. What places have you lived in or traveled to that you can tell us about?

3. Do you like to read to children and/or have them read to you?

4. What hobbies, talents, and interests do you have to share?

5. Are you gifted in art, crafts, music, cooking, sewing, needlework, etc.?

6. What things would you like to do for the children in your child's class?

7. How can you help in the classroom or the school itself?

APPENDIX E

Parent Attendance Log

DATE	NAME	TIME	ACTIVITIES
4/11	Margie Wilson**	8:50-10:05	Fundraising Project
4/11	Ola Johnson	9:05-12:00	Recording Secretary
4/11	Freddie Williams**	9:20-10:30	Field Trip Project
4/11	Keisha Williams**	9:20-10:30	Open House Project
4/11	Sandra Pruitt**	10:45-12:00	Assembly Project
4/12	Gwen Luckett*	9:30-10:25	Field Trip Project
4/12	Penny Robinson*	11:00-12:30	Fundraising Project
4/12	Ruth Bolden*	11:20-12:30	Fundraising Project
4/12	Toya Armstrong	1:00-1:45	Group Art Projects
4/12	Ernestine Silas	1:00-1:45	Reading Tutor
4/12	Jessie Samuels	1:00-1:45	Math Tutor
4/13	Frances Brown	10:00-10:40	Telling about Europe
4/13	Jackie McClendon	1:10-2:00	Fundraising Project
4/13	Arlene Stovall*	1:45-2:20	Field Trip Project
4/13	Sheleka Moss	1:50-2:20	Field Trip Project
4/14	Millie Stiles	9:30-10:30	Assembly Project
4/14	Jackie Johnson	10:10-10:45	Open House Project
4/14	Alonda Bell	1:00-1:45	Telling about hospital work
4/14	Julia Herbert	1:30-2:20	Fundraising Project
4/15	Robin Lewis	9:15-10:20	Tallying Home Learning Journals
4/15	Janice Johnson	11:00-12:00	Math Tutor
4/15	Aletha Williams	11:00-12:00	Reading Tutor
4/15	April Jones	12:40-2:15	Grading Papers Attendance Reports Star Student Awards

Note: * indicates parents who came more than once this week even though their names appear only once.

** indicates that these people are committee chairpersons and also came more than once this week.

APPENDIX F

Home Learning Guidelines

1. Keep your child healthy.

2. Promote good school attendance.

3. Monitor TV watching.

4. Take an interest in what your child tells and shows you.

5. Answer your child's questions patiently.

6. Play games and share hobbies with your child.

7. Praise your child for things done well. Reassure your child often in a loving way.

8. Establish reasonable behavior guidelines and household routines and enforce these consistently.

9. Say positive things to your child about school

10. Try to provide books, supplies, and a special place for studying.

11. Have a set study time everyday.

12. Stay in touch with your child's teacher.

APPENDIX G

WEEKLY ACTIVITY SHEETS

Activity Sheet for Week One

** Daily Routine **

At least 15 minutes of Paired Reading, study vocabulary, spelling, and class notes, do homework.

** Special Helps **

Reading: Make a collage of advertisements from newspapers and magazines. Name the propaganda techniques used.

Math: Try to guess the length, width, and height of objects in your home. Measure to find out how accurate your guesses were.

Science: Make or draw models of atoms.

Extra Credit: Do a brief report on what Easter meant in pre-Christian times, what it means to Christians now, and/or what Passover means to people of the Jewish faith.

** Places To Go **

Art Institute Junior Museum - Michigan and Adams - art demonstrations, family workshops, story telling.

"The Velveteen Rabbit" - Orchard Theater - 700 Rand.

"Charlotte's Web" - Park District Children's Theater - 3323 Walters.

"Adventures of Robin Hood" - Pickwick Theater - Touhy and Northwest Highway.

** Television Learning and Entertainment **

Monday:	7:00-A&E- "Africa"
	8:00-ch.5-"Lincoln"
Tuesday:	3:00-ch.2-"Schoolbreak Special"
	7:00-DSNY-"Young People's Concert"
Wednesday:	3:00-ch.7-"Afterschool Special"
	3:00-ch.11-"Square One Television"
Thursday:	5:00-ch.20-"Math for Modern Living"
Friday:	9:00-ch.20-"Planet Earth"
Saturday:	2:00-NICK-"Sometimes I Wonder"
	7:00-ch.11-"Nature"
Sunday:	4:00-NICK-"Skating Rink"
	8:00-TBS-"National Geographic Explorer"
	9:00-ch.7-"ABC News Special"
	9:00-ch.56-"Martin L. King Jr.: A Tribute"

Activity Sheet for Week Two

** Daily Routine **

At least 15 minutes of Paired Reading, study vocabulary, spelling, and class notes, do homework.

** Special Helps **

Reading: Cut comic strips or comic books apart. Practice putting them back together in sequence.

Math: Practice finding the perimeter of things you find at home such as floors, tables, appliances, etc.

Social Studies: Pretend you are a pioneer. Keep a diary for a week.

Art: Draw a picture, or make a diorama showing what you think a frontier town would look like.

** Places To Go **

Organic Kids - 3319 N. Clark - family entertainment.

"James and the Giant Peach" - Lifeline Theater - 6912 N. Glenwood.

"The Snow Queen" - Puppet Parlor - 5301 N. Damen.

"We The People" - Centre East Theater - 7701 N. Lincoln

** Television Learning and Entertainment **

Monday:	3:30-ch.20-"Soapbox with Tom Cottle"
	5:00-MAX-"King: A Filmed Record"
Tuesday:	4:00-DSNY-"Have You Ever Been Ashamed of Your Parents?"
	7:00-DSNY- "Maricela"
Wednesday:	7:00-ch.50-"National Geographic"
	7:30-ch.11-"Wild America"
Thursday:	6:00-NICK-"You Can't Do That On Television"
	8:30-ch.20-"Spirit to Spirit"
Friday:	5:30-TDC-"Scientists"
	8:00-ch.20-"Computer Imagery"
Saturday:	1:00-SHOW-"Tall Tales and Legends"
	7:00-ch.11-"Nature"
Sunday:	3:00-ch.11-"Great Performances"
	7:00-ch.9-"Tender Places"

Activity Sheet for Week Three

** Daily Routine **

At least 15 minutes of Paired Reading, study vocabulary, spelling, and class notes, do homework.

** Special Helps **

Reading: Write 5 to 10 events from a TV show or story you read. Number them in the order in which they happened.

Math: Find the area of the objects you measured last week.

Science: Do some of the static electricity experiments suggested at the science table.

Art and Creative Writing: Draw your own comic strip. Add "bubbles" and write what your characters are saying.

** Places To Go **

Field Museum's Place for Wonder - Roosevelt at Lake Shore.

Brookfield Zoo - Brookfield, IL.

Medieval Folktales - 147 McHenry, Buffalo Grove.

"Step on a Crack" - First Chicago Center - Dearborn and Madison.

"Wiggleworms Family Night" - Old Town School of Folk Music 909 W. Armitage.

** Television Learning and Entertainment **

Monday:	6:00-TDC-"World Alive"
	8"00-ch.66-"National Geographic"
Tuesday:	5:00-TDC-"In the Wild"
	7:00-CBN-"Oceans"
Wednesday:	3:00-ch.7-"Afterschool Special"
	5:00-TDC-"Lost Pharoh"
Thursday:	7:00-ch.20-"San Francisco Symphony"
	7:00-A&E-"My Family and Other Animals"
Friday:	5:00-DSNY-"Young People's Concert"
	6"30-ch.5-"Through the Eyes of the Children"
Saturday:	12:30-ch.11-"Bodywatch"
	7:30-ch.5-"Storyteller"
Sunday:	5:00-NICK-"Mr. Wizard's World"
	8:00-ch.56-"Masterpiece Theater"

Activity Sheet for Week Four

** Daily Routine **

At least 15 minutes of Paired Reading, study vocabulary, spelling, and class notes, do homework.

** Special Helps **

Reading: While watching a TV show, try to guess what will happen next. Then try to guess how it will end. See how many of your guesses were right.

Math: Find the volume of cereal boxes, appliances, and other objects found in your home.

Social Studies: Draw or make a relief map. Use different colors for the different elevations.

Map Making: Pretend that you discovered a new country. Make a map of it and put in lakes, mountains, etc.

** Places To Go **

A Child's Garden of Books - 147 McHenry - storytelling.

Northwestern University Free Children's Concert - Saturday at 3:00 - 1977 Sheridan Rd.

** Television Learning and Entertainment **

Monday:	4:00-DSNY-"Kid Incorporated"
	6:00-NICK-"Kid's Choice"
Tuesday:	8:00-ch.11-"Nova"
	8:30-ch.20-"Earth Explored"
Wednesday:	7:00-ch.9-"Mysteries of the Pyramids"
	8:00-ch.11-"National Geographic"
Thursday:	7:00-ch.7-"African Adventure"
Friday:	6:00-SHOW-"Tall Tales and Legends"
	9:00-ch.20-"Planet Earth"
Saturday:	12:00-ch.32-"Over 17 Not Admitted"
	3:00-NICK-"Rated K: For Kids by Kids"
Sunday:	3:50-WTBS-"Portrait of the Soviet Union"
	8:00-ch.2-"Hallmark Hall of Fame"

Activity Sheet for Week Five

** Daily Routine **

At least 15 minutes of Paired Reading, study vocabulary, spelling, and class notes, do homework.

** Special Helps **

Reading: While reading a story, try to guess what will happen next. Then try to guess how it will end. See how many of your guesses were right.

Math: Estimate the capacity of bowls, vases, etc. Measure to see if the capacity is what you guessed.

Science: Practice making parallel and series circuits.

Health and Safety: Now that you know about electricity, make an electrical safety check of your home.

** Places To Go **

Museum of Science and Industry - 57th and Lake Shore

"Peter Pan" - Puppet Parlor - 5301 N. Damen

** Television Learning and Entertainment **

Monday:	6:00-ch.20-"Drawing from Nature"
	7:00-A&E-"Living Planet"
	8:00-ch.11-"Discovering Underwater"
Tuesday:	7:00-A&E-"Biography"
	7:00-TDC-"Profiles of Nature"
Wednesday:	3:00-ch.7-"Afterschool Special"
	7:30-ch.11-"Metropolitan Opera Presents"
Thursday:	6:30-A&E-"World of Survival"
	8:00-A&E-"Don Quixote"
Friday:	7:00-TDC-"Expedition to the Animal Kingdom"
Saturday	6:00-ch.20-"American Government Survey"
	7:00-TDC-"Mysterious World"
Sunday:	4:00-ch.11-"WonderWorks"
	8:00-ch.11-"Who Built Stonehenge?"

Activity Sheet for Week Six

** Daily Routine **

At least 15 minutes of Paired Reading, study vocabulary, spelling, and class notes, do homework.

** Special Helps **

Reading: Collect statements from magazines and newspapers. Label them as fact or opinion.

Math: Make a frequency table for commercials on TV or radio, songs on the radio, etc.

Social Studies: Put the symbols for products, crops, and natural resources on your map.

Creative Writing: You and a friend each write half a story. Exchange papers and finish each other's stories. Discuss how the endings are similar to or different from what was intended.

** Places To Go **

Magic Tree Book Store - 304 Madison - storytelling.

Shedd Aquarium - Roosevelt at Lake Shore.

** Television Learning and Entertainment **

Monday:	6:00-A&E-"Journey to Adventure"
	9:00-ch.11-"This Honorable Court Part 1"
Tuesday:	5:30-TDC-"Wildlife Cinema"
	7:00-DSNY-"Everest: The Australian Challenge"
Wednesday	5:00-TDC-"History of Animation"
	8:00-ch.11-"Conserving America"
Thursday:	7:00-A&E-"My Family and Other Animals"
	8:00-ch.11-"West of the Imagination"
Friday:	6:00-A&E-"Creativity with Bill Moyers"
	9:00-ch.11-"Great Performances"
Saturday:	12:30-ch.11-"Bodywatch"
	5:00-ch.2-"Kidside"
	7:30-DSNY-"Dr. Seuss' Pontoffel Pock"
Sunday:	4:00-ch.7-"Say Yes to Education"
	7:00-ch.11-"Cousteau Odyssey"

Activity Sheet for Week Seven

** Daily Routine **

At least 15 minutes of Paired Reading, study vocabulary, spelling, and class notes, do homework.

** Special Helps **

Reading: Read a story that has some words you don't know. Try to guess what these words mean by using the context. Then use the dictionary to see if you were right.

Math: Make a picture graph showing how many phone calls people in your house make and receive.

Science: Draw or make a model of the human ear. Demonstrate how sound waves enter.

Extra Credit: Do a brief report on the history of Mother's Day.

** Places To Go **

Kohl Children's Museum - 165 Greenbay.

"Winnie the Pooh" - Upstage/Downstage Children's Theater - 411 Oakton

** Television Learning and Entertainment **

Monday:	3:00-ch.11-"Reading Rainbow"
	9:00-ch.11-"This Honorable Court Part 2"
Tuesday:	3:00-ch.11-"Reading Rainbow"
	6:00-TDC-"One Queen's Road"
	7:00-DSNY-"Miracle at Moreaux"
Wednesday:	3:00-ch.11-"Reading Rainbow"
	6:00-DSNY-"Happily Ever After"
Thursday:	3:00-ch.11-"Reading Rainbow"
	4:00-DSNY-"Matt and Jenny"
Friday:	5:00-DSNY-"Kaleidoscope Concert"
	5:30-TDC-"Spacewatch"
Saturday:	4:30-DSNY-"Swan Lake Story"
	6:00-DSNY-"Big Bird in China"
Sunday:	1:00-NICK-"Sara's Summer of the Swans"
	7:30-ch.20-"Tokyo Day"

Activity Sheet for Week Eight

** Daily Routine **

At least 15 minutes of Paired Reading, study vocabulary, spelling, and class notes, do homework.

** Special Helps **

Reading: From newspapers, magazines, and stories you read, make a chart listing effects and their causes.

Math: Make a bar graph showing your grades for the week.

Social Studies: Find out the names of as many state birds and flowers as you can.

Extra Credit: Do a brief report on the history of Armed Forces Day and tell how it is celebrated.

** Places To Go **

Chicago Public Library Cultural Center - 78 E. Washington.

"Spring Story Theater Festival" - Cultural Arts Center - 927 Noyes

** Television Learning and Entertainment **

Monday:	3:00-ch.11-"Reading Rainbow"
	6:00-TDC-"Three in the Wild"
Tuesday:	3:00-ch.11-"Reading Rainbow"
Wednesday:	3:00-ch.11-"Reading Rainbow"
	8:30-ch.20-"Mechanical Universe"
Thursday:	3:00-ch.11-"Reading Rainbow"
	6:30-ch.20-"American Government Survey"
	8:00-A&E-"Sherlock Holmes"
Friday:	4:00-DSNY-"Kid Incorporated"
	8:30-ch.11-"Great Steam Trains"
Saturday	6:00-TDC-"Concert in the Sky"
	8:00-ch.11-"Day the Universe Changed"
Sunday:	12:00-TDC-"Animal World Down Under"
	5:00-NICK-"Mr. Wizard's World"

Activity Sheet for Week Nine

** Daily Routine **

At least 15 minutes of Paired Reading, study vocabulary, spelling, and class notes, do homework.

** Special Helps **

Reading: From your readings this week, make a list of examples of simile and personification that you find.

Math: Make a line graph showing the temperatures for the week.

Science: Make a leaf collection. Label as many as you can.

Extra Credit: Do a brief report on Victory Day celebrated in Canada.

** Places To Go **

Peace Museum Play Fair - 430 W. Erie.

Lincoln Park Zoo - Fullerton at Canon.

"Rumpelstiltskin" - Drury Lane Children's Theater - 2500 W. 95th

"Wacky's Pirates Cruise" - Mercury Dock - Wacker at Michigan

** Television Learning and Entertainment **

Monday:	4:30-HBO-"Kids on Kids on Kids"
	6:00-SHOW-"Tall Tales and Legends"
Tuesday:	7:00-A&E-"Biography"
	8:00-ch.11-"Nova"
Wednesday:	7:00-ch.66-"Best of National Geographic"
	7:30-ch.11-"Dolphins of the Seven Seas"
Thursday:	5:00-DSNY-"Peter and the Wolf and Other Tales"
	8:00-A&E-"Solti at the Symphony"
Friday:	8:00-ch.2-"Irving Berlin's 100th Birthday Celebration"
	9:00-ch.11-"All that Bach"
Saturday:	12:30-TDC-"Japan: An Interdependent Nation"
Sunday:	8:00-ch.2-"GE Theater"
	9:00-ch.20-"Celebration of the World's Greatest Music"

Activity Sheet for Week Ten

** Daily Routine **

At least 15 minutes of Paired Reading, study vocabulary, spelling, and class notes, do homework.

** Special Helps **

Reading: From your readings this week, make a list of examples of metaphor and onomatopoeia you find.

Math: Make a circle graph showing what you spend money on for a week.

Social Studies: Draw a map showing what ethnic groups settled in each part of the country.

Extra Credit: Do a brief report on the history of Memorial Day and how it is celebrated.

** Places To Go **

Children's Book Store - 2465 N. Lincoln.

"Galaxy of Music" Free Children's Concert - 72 E. 11th St.

"Adventures of Barney the Cat" - Riverfront Playhouse - 11 S. Water St. Aurora

** Television Learning and Entertainment **

Monday:	4:00-ch.11-"Unknown Soldier"
	5:00-A&E-"Golden Age of Television"
Tuesday:	3:00-ch.2-"Schoolbreak Special"
	7:00-TDC-"Orphans of the Wild"
	8:00-ch.11-"Young Performers Competition"
Wednesday:	3:00-ch.7-"Afterschool Special"
	8:00-ch.11-"Mideast Dialogue"
Thursday:	7:00-TDC-"Living Isles"
	8:00-A&E-"Bolshoi Ballet"
Friday:	5:00-DSNY-"Kooky Classics"
	7:00-ch.2-"New Explorers"
Saturday:	12:00-ch.7-"The Day the Kids Took Over Part 1"
	4:00-DSNY-"Dr. Seuss' Grinches"
Sunday:	1:30-ch.11-"Beijing Acrobatic Company"

Activity Sheet for Week Eleven

** Daily Routine **

At least 15 minutes of Paired Reading, study vocabulary, spelling, and class notes, do homework.

** Special Helps **

Reading: From newspapers and magazines, find some articles that inform and some that persuade.

Math: Practice doubling simple recipes to make twice as much.

Science: Make an insect/spider collection. Name as many as you can.

Art and Creative Writing: Draw an original insect that you created. Write a science fiction story about it.

** Places To Go **

Express-Ways Children's Museum - 2045 N. Lincoln.

"Muppet Babies Magic Box" - Holiday Star Theater - Merrilville, Indiana

"The Little Princess" - Playwright's Center - 3716 N. Clark

** Television Learning and Entertainment **

Monday:	6:00-TDC-"Forest from the Dawn of Time"
	8:30-ch.20-"American Adventure"
Tuesday:	7:30-TDC-"Profiles in Nature"
	8:00-ch.11-"Nova"
	8:30-ch.20-"Computerworks"
Wednesday:	8:00-ch.11-"Locked Out of the American Dream"
	9:00-ch.11-"Corridos!"
Thursday:	7:30-TDC-"Majesty of America"
	8:00-ch.11-"Peter Ustinov's Russia"
Friday:	5:00-DSNY-"Dinosaurs"
	9:00-ch.11-"America's Children"
Saturday:	12:00-ch.7-"The Day the Kids Took Over Part 2"
	1:00-NICK-"Chocky's Children"
	6:00-ch.7-"Children of Children"
Sunday:	12:00-ch.7-"Puerto Rican Day Parade"
	2:00-NICK-"Miss Peach of the Kelly School"

Activity Sheet for Week Twelve

** Daily Routine **

At least 15 minutes of Paired Reading, study vocabulary, spelling and class notes, do homework.

** Special Helps **

Reading: From newspapers and magazines, find some articles that instruct, and some that entertain.

Math: Practice dividing simple recipes to make only half as much.

Social Studies: Make a list of the regional dishes in all parts of the country. Try some of these recipes.

Extra Credit: Do a brief report on the history of Flag Day and how it is celebrated.

** Places To Go **

Monkey Kings and Other Things - 1616 N. Wells.

Adler Planetarium - Roosevelt and Lake Shore.

Winnetka's Children's Fair - Elm and Maple

"Peter and the Wolf" - Columbia College - 62 E. 11th St.

** Television Learning and Entertainment **

Monday:	5:00-DSNY-"Raggedy Ann & Andy Musical"
	8:30-TDC-"Wildlife Chronicles"
Tuesday:	6:00-NICK-"You Can't Do That on Television"
	7:00-DSNY-"Black Beauty"
Wednesday:	4:30-SHOW-"How the Rhinoceros Got Its Skin"
	9:00-ch.20-"Planet Earth"
Thursday:	8:00-TDC-"QED"
	9:00-TDC-"Peter Ustinov in China"
Friday:	9:00-ch.11-"Smithsonian World"
Saturday:	12:00-ch.7-"Weekend Special"
	4:00-TDC-"Flight to Survival"
	5:00-TDC-"Bounty Experiment"
Sunday:	1:00-A&E-"Van Karajan Conducts"
	2:00-ch.11-"Great Performances"

APPENDIX H

Home Learning Journal

1. How many minutes did you do Paired Reading everyday?

Friday 15, Saturday 10, Sunday 0, Monday 30,

Tuesday 15, Wednesday 15, Thursday 15.

2. What radio programs from the Weekly Activity Sheet did you listen to?

(This activity was deleted as explained on page 46.)

3. What television shows from the Weekly Activity Sheet did you watch?

"Afterschool Special", "Storyteller", and "Mr. Wizard's World"

4. What activities from the Weekly Activity Sheet did you do that helped with work you did in school?

"Studying, homework, static electricity experiments, and the comic strip"

5. What places on the Weekly Activity Sheet did you visit?

"Field Museum"

6. What other learning activities did you do that were not on the Weekly Activity Sheet?

"Learning a program to do for Mother's Day in Sunday School and planting flowers"